

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2014 JAN 23 PM 12:56</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Terrell Independent School District	Vendor ID # 1756002575	Mailing address line 1 700 N. Catherine Street
Mailing address line 2	City Terrell	State Texas
		ZIP Code 75160
County- District # 129-906	Campus number and name	US Congressional District # 5
	ESC Region # 10	DUNS # 080734155

Primary Contact

First name Micheal	M.I. Last name French	Title Superintendent
Telephone # 972-563-7504	Email address Micheal.french@terrellisd.org	FAX # 972-563-1406

Secondary Contact

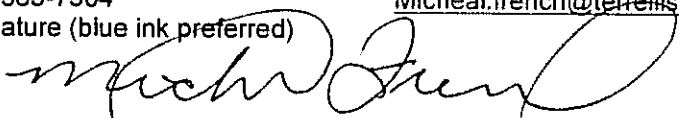
First name Larry	M.I. Last name Polk	Title Assistant Superintendent
Telephone # 972-563-7504	Email address larry.polk@terrellisd.org	FAX # 972-563-1406

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Micheal	M.I. Last name French	Title Superintendent
Telephone # 972-563-7504	Email address Micheal.french@terrellisd.org	FAX # 972-563-1406
Signature (blue ink preferred)		Date signed



January 22, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

<input checked="" type="checkbox"/>	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning in a safe, nurturing environment, challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society. It is our ultimate goal that students leave us college and/or career ready. In an effort to transform our mission into reality, we recognize that we must create systems that will ensure our goals for our students are met. This action starts with implementation of the Teacher Advancement Program (TAP) that will develop an effective teacher to occupy every classroom within our district.

Research has shown that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. (NIET, 1999) Terrell ISD is considered as a rural school district in Kaufman County that has historically been distressed with race relations and the development of somewhat of a segregated mentality. The single most important strata to change the outcomes for a community populous of over 18,000 people, is to develop a significant impact on the approximately 4200 students that the local school district educates.

Transformation comes from quality education.

Terrell ISD is in the midst of academic transformation by seeking to extend the teacher evaluation program currently being piloted through TEA by the usage of the NIET TAP INSTRUCTIONAL RUBRIC. Improving teacher effectiveness is the single-most important variable to increasing student academic achievement. The potential for success has never been more desired or craved as it is in current day Terrell, Texas. The community stakeholders are ready to admit the issues that have hampered the past, and are very optimistic about the future. The vision of the district is that we educate ALL students and ensure that they have access to an abundant life.

The systemic flaws of the past has turned a blinded-eye on allowing ineffective teachers to remain in the classroom through failure to address outdated, inadequate teacher evaluation systems. Such approaches fail to address a key problem: that our most vulnerable students are consistently and disproportionately saddled with the weakest teachers and seldom have access to the strong instruction they need and deserve. To correct this systemic flaw, Terrell ISD is addressing policy and culture issues that lead to higher rates of teacher effectiveness and less turnover in schools serving large populations of low-income students and students of color. Done right, improved evaluation systems in coordination with positive conditions for teaching and learning could achieve equitable access to effective teachers for ALL students within TISD.

With the receipt of this grant, Terrell ISD would be able to implement the full-scale model of the Teacher Advancement Program (TAP). This model implementation will allow our district to be more deliberate and strategic about creating conditions that attract, grow, and retain effective teachers in our schools that need them the most: our seven campuses that serve large concentrations of low-income students and students of color. We aspire to ensure that our neediest students have access to great teachers.

Education is knowledge and knowledge is the only thing that will stamp out the ills of ignorance. Therefore, as an educational haven of knowledge, TISD is dedicated and committed to making our city better. By educating our city, by cultivating our city, by uniting our city, our potential to provide a quality education help us accomplish these goals and overcome our past.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 129-906				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$792,996	\$	\$792,996	\$792,996	\$	\$	\$792,996
Schedule #8	Professional and Contracted Services (6200)	6200	\$6500	\$	\$6500	\$6500	\$	\$	\$6500
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$200,504	\$	\$200,504	\$200,504	\$	\$	\$200,504
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,000,000	\$	\$1,000,000	\$1,000,000	\$	\$	\$1,000,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$1,000,000			\$1,000,000			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$			\$			
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 129-906				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	School improvement Officer		1		\$76,583	\$76,583
16	Master Teachers		3		\$165,000	\$165,000
17	Title					
18	Subtotal employee costs:				\$241,583	\$241,583
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay (collaborative planning, workshops, assessment)			\$27,200	\$27,200
20	6119	Professional staff extra-duty pay – planning, summer planning camp, teacher compensation plan for elementary & secondary tested grade levels / subjects			\$439,250	\$439,250
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$84,963	\$84,963
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$551,413	\$551,413
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$792,996	\$792,996

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	NIET Representative – TAP Rubric training for teachers	<input type="checkbox"/>	\$6500	\$6500
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 129-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$6,500	\$6,500	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$6500	\$6500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 129-906					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$	\$
Grand total:						\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 129-906		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Conference travel for NIET National, Summer Institute, & Regional Training	\$92,000	\$92,000
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval: Regional TAP meetings, Summer Institute, and TISD Instructional Summit		\$108,504	\$108,504
Grand total:		\$200,504	\$200,504

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the [Division of Grants Administration Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 129-906			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 129-906			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			4192		
Category	Number	Percentage	Category	Percentage	
African American	1003	23.93%	Attendance rate	96.33%	
Hispanic	1841	43.92%	Annual dropout rate (Gr 9-12)	12.2%	
White	1185	28.27%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	76%%	
Asian	41	.98%	TAKS commended 2011 performance, all tests (sum of all grades tested)	16%	
Economically disadvantaged	2926	69.8%	Students taking the ACT and/or SAT	47.8%	
Limited English proficient (LEP)	882	21.04%	Average SAT score (number value, not a percentage)	1358	
Disciplinary placements	1738	%	Average ACT score (number value, not a percentage)	19.5	
Comments Additional enrollment by ethnicity Amer. Indian / Alaskan 19 0.45% Hawaiian / Pac Island 2 0.05% Two or More 101 2.41%					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	59.2	27.3%	No degree	3	1.1%
Hispanic	30.8	10.8%	Bachelor's degree	209	73.4%
White	193.5	68%	Master's degree	70.5	24.8
Asian	3	1.1%	Doctorate	2	0.7%
1-5 years exp.	67.9	23.9%	Avg. salary, 1-5 years exp.	46,749	N/A
6-10 years exp.	85	29.9%	Avg. salary, 6-10 years exp.	48,577	N/A
11-20 years exp.	82	28.8%	Avg. salary, 11-20 years exp.	51,643	N/A
Over 20 years exp.	38.5	13.5%	Avg. salary, over 20 years exp.	59,481	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	265	338	341	334	296	295	302	315	301	315	309	300	262	219	4192
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	14.5	19.5	16	16	19.75	19.75	18.75	17.75	20.5	19.5	19	19	19	21	260
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After a lengthy search process, the Terrell ISD Board of Trustees led by Mike Moses, Former Texas Commissioner of Education and current Search Firm Executive, accepted the recommendation to hire, Mr. Micheal French, in May 2013 as the Lone-Finalist for the position of Superintendent of Schools. Mr. French was given the autonomy to hire his executive cabinet and begin the comprehensive systems analysis of district operations. Based upon identified needs of the district to achieve academic success, the division of student achievement was born. The function of this division was to study current academic data and trends of the district, and create research-based systems of improvement. The Terrell ISD working in collaboration with the Superintendent's Executive Cabinet, Student Achievement Division, District-Educational Improvement Council, as well as campus administrators, and teachers, used a plethora of data sources such as state assessment data, local common assessment data, Texas Center for District & School Support (TCDSS), federal progress standards data, as well as PBMA and PEIMS reporting data to get an in-depth and complete look at academic performance of the district from an internal and external perspective. Internally, we discovered that there was an extreme need to input systems to address student literacy, and teacher effectiveness/teacher quality. Externally, the perception of the district was negative and mediocre, with very low expectations of students and educators. From a macro standpoint, many community stakeholders desired to make things appear better than they actually are, and were in a state of denial as to the truth. From a micro standpoint, there were no systems to hold professionals accountable; therefore, when it came to addressing student achievement, it was everyone's fault, but no one's responsibility. Jim Collins in his infamous book entitled: "Good to Great," he said, that in order to move from good to great organizations must be willing to accept the brutal reality. It was safe to admit that Terrell ISD was in a state of trepidation and it was important to rapidly create systems that would immediately address the prioritized issues of concern, in order to move towards greatness. The first order of business was to address the single most important variable that impacts student achievement, which is the effectiveness and quality of the teacher. In many instances, school districts are quick to admit that they spend 85% of their budgets in personnel, but not nearly as much on the professional development needed to garner the effectiveness and quality of teachers. We needed to develop quality educator to improve those in every classroom teaching students every day. The National Institute for Teacher Effectiveness (NIET), through its development of the Teacher Advancement Program (TAP), was the answer to the professional development model that was required to build the capacity, collaboration, and collegiality of our public school classroom educators. Making teachers better would have a significant impact on making our students more literate, and increasing our performance. How can students learn unless they have a teacher who can deliver quality instruction? When you think about the simple equation that we operate under in the lone star state of Texas, our guaranteed and viable curriculum is supplied by the State through our standards known as the Texas Essential Knowledge and Skills, our high stakes assessments to prove mastery is supplied by the State through our State of Texas Assessment of Academic Readiness/End-of-Course Exams. What's missing is the quality of instruction that is delivered by the teacher, and mastered by the student. Therefore, this system is proven to develop the "how-to" and "what it looks like in my classroom" components of teacher effectiveness that leads to increased student performance. Terrell ISD, always seeking opportunities to be good stewards of both judicial and human resources, was able to apply and be accepted as one of the districts, to pilot the two systems being reviewed by TEA, as an overhaul to our current (PDAS) Professional Development Appraisal System of teacher evaluations, moving from a subjective-punitive system, to a more objective-coaching system. Terrell ISD made a huge commitment, as well as a compelling mind-shift/paradigm-shift in approving the entire district educators to be evaluated using the NIET/TAP Rubric, as the sole system for teacher evaluation. This is a very proactive model of professional development and positions the district to be ahead of the curve in the new evaluation system that will shape the state of Texas during the 2015-2016 school years. The (TAP) system is only as good as the support, meaning that in order to build teacher capacity; the district had to adopt the culture of being a 'Learning Organization.' The district has undergone a shift from blaming others, to educating all. A shift from individuality, to a team concept. Moving from antiquated past experiences, to new exposures in alignment with 21st century learning, and from 21st century students, to developing teachers to deliver 21st century instruction. The district also uses district coordinators to serve as support to develop campus teachers. If Terrell ISD were blessed to be a recipient of this Educator Excellence Innovation Program grant, we would definitely utilize it to make our educators excellent. It would allow our students the accessibility and the equitability of programming that leads to high aptitude and intellect essential to be college and career ready.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Within Terrell ISD 286 teachers serve 4192 students. Sixty-eight percent of these professional educators have less than 5 years teaching experience. TISD also experiences a high turnover rate of at least 16.5% annually. Recruitment, hiring and retention of experienced and effective teachers is necessary to meet the needs of our diverse student population.	The grant program will improve hiring & retention strategies by: (1) Designate & train Master Teachers and Mentors to provide educator support; (2) Create an Instructional Summit by providing 2 summer training days to establish classroom practices that improve teacher & student performance; (3) Performance-based compensation will be provided to support the recruitment and retention of effective educators.
2.	TISD is a diverse district with demographics reflecting that 44% Hispanic, 24% African American, and 28% White students will be served by the EEIP. The 2013 state assessments show the following Met Standard rates: 65% Hispanic students, 56% African American students, and 75% White students. Clearly, white populations score almost 20% higher than our African American population. A need exists to improve teacher instructional strategies and provide differentiated instruction to meet the needs of the diverse student population.	The grant program will increase instructional and content skills of educators: (1) Educators will attend weekly training to receive modeled instruction, content development, and technology integration through professional learning communities; (2) Student Achievement Leadership Teams and PLCs will meet to disaggregate data, set six week goals, and review strategies; (3) Common instructional planning meetings will be occur regularly to collaboratively share ideas, monitor student progress, and plan classroom lessons; (4) Create an Instructional Summit; and, (5) Performance based compensation for educators.
3.	Terrell ISD has adopted the TAP (Teacher Advancement Program) as its formal evaluation tool for professional educators. Campus and district administrators conduct multiple yearly appraisals. Early appraisals indicate a disproportionately low percentage of teacher meet the standard of proficient indicating educator deficiencies. The development of teachers' instructional capacity is an identified need.	The grant program will ensure educator competencies and needs are identified and addressed: (1) Implementation of the TAP rubric standards district-wide; (2) Training evaluators to fully implement each indicator the TAP evaluation system and complete TAP observations; (3) Master and Mentor teachers will be utilized to develop teacher capacity.
4.	Terrell ISD is a rural 5A district in close proximity to high paying large urban districts. A salary enrichment must be utilized to compete with salaries of districts in the DFW metroplex. Without such, it is difficult to recruit, hire, and retain highly effective educators to this rural community. A need exists to create a compensation enrichment plan to be competitive in attracting, training, and retaining quality educators.	The grant program will provide: (1) Performance Compensation to educators who improve student performance to meet state standards; (2) Performance Compensation to educators who demonstrate a year's growth of student performance; and, (3) Provide enrichment performance-based compensation for educators to support campus collaboration and instructional improvement.
5.	To adequately serve 4192 students the grant requires a certified administrator with experience in supervising teams, working with diverse learners, using data analysis to enrich instruction, coaching and co-teaching activities, conducting teacher and peer evaluations, oversee campus professional development, team building, data collection and reporting. There is a need to hire a person to serve as the School Improvement Officer.	The grant program will employ a School Improvement Officer to provide coordination of day-to-day campus activities as they relate to the implementation of the TAP system, oversee data collection, provide data analysis, work directly with teachers to increase teacher capacity, model teach, and submit reports for the District Improvement Team, Board, and TEA. The officer will also provide data based decisions at meetings.

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Schedule #14—Management Plan

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	Assist Superintendent / Deputy Superintendent in the task of providing district leadership. Develop and maintain the best possible educational programs and services for the district. Shall be responsible for oversight of planning, implementing, and evaluating EEIP.
2.	Executive Director of Student Achievement	Manage and direct the design, development, review, and continuous renewal of the district curriculum. Manage and direct professional learning throughout the district to support the delivery of curriculum. Responsible for day-to-day implementation of grant program activities, scheduling and overseeing professional development, team-building, and data collection and reporting.
3.	Master Teacher	Full time certified educator with at least 3 years teaching experience in the content area assigned, success in working with diverse learners, strong communication skills; responsible for data analysis, coaching and co-teaching activities, and peer evaluations.
4.	School Improvement Officer	Full time certified educator with at least 3 years teaching experience, to provide coordination of day-to-day campus activities as they relate to the implementation of the TAP system, oversee data collection, provide data analysis, work directly with teachers to increase teacher capacity, model teach, and submit reports for the District Improvement Team, Board, and TEA. The officer will also provide data based decisions at meetings

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve educator quality through improved hiring strategies	1. Improved screening and interview practices	04/01/2014	04/26/2014
		2. Increase number of effective teachers in classroom	04/01/2014	08/31/2016
2.	Improve student achievement through the implementation of best practices	1. Educators collaboratively set goals using data	08/18/2014	06/03/2016
		2. Educators collaboratively plan lessons	08/18/2014	06/03/2016
		3. On-going job embedded professional development	09/01/2014	06/03/2016
		4. Improved student and teacher performance	08/18/2014	06/03/2016
3.	Revise formal educator evaluation process to improve educator effectiveness	1. Trained TAP evaluators	04/01/2014	08/31/2014
		2. Peer evaluators trained in TAP observation	04/01/2014	08/31/2014
		3. Pre and post observation meetings	09/01/2014	07/01/2016
		4. Self evaluations and final evaluation score	09/01/2014	07/01/2016
		5. Evaluations reflect student and teacher growth	09/01/2014	07/01/2016
4.	Revise the Salary Schedule to include strategic compensation for effective educators in pilot program	1. Locally developed Collaborative Compensation Chart	04/01/2014	06/03/2014
		2. Locally developed Performance Compensation Chart	04/01/2014	06/03/2014
		3. Locally developed Additional Compensation Chart	04/01/2014	06/03/2014
		4. Educators move forward on career pathway	09/01/2014	07/01/2016
5.	Provide continuous monitoring / evaluation of grant program to insure effectiveness	1. 3 formative and 1 summative program data mtg / yr	09/01/2014	08/31/2016
		2. Milestone and timelines revised from feedback	05/01/2014	08/31/2016
		3. Progress presented to Board of Trustees annually	05/15/2014	08/31/2016
		4. Reports submitted to TEA as required	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD addresses feedback and continuous improvement in the following manners: (1) teachers complete student level reviews for each individual student in the district to monitor progress, track intervention strategies, attendance, and conduct of students; (2) Common unit assessments based on the TEK standards are completed and tracked to monitor growth and success of students; (3) Teacher walk-throughs are electronically completed and are immediately emailed to teachers for their review. This provides immediate feedback to teachers with suggested areas of reinforcement and refinement. (4) The district completes bi-monthly site visits to each campus which provides an opportunity to gauge the culture and climate of the campus, see if the campus atmosphere is conducive to learning, appraise teacher effectiveness based on walk-through data, and make an overall presumption of the quality of teaching and learning.

Feedback and necessary changes are communicated to campus leaders, teachers, community members and parents in the following manner: (1) District conducts monthly administrator trainings to develop and strengthen the skills of the campus administrator, review current status and plan for necessary changes; (2) Face-to-face meetings with the principal, Asst. Superintendent of School Improvement and the Executive Director of Student Achievement to discuss personnel, student performance, school improvement, culture and climate; (3) Immediate emails to teachers with walk-through evaluations and comments no later than 48 hours after the completion of the walk-through, Faculty meetings, professional learning communities two times per week, and collaborative planning sessions; and, (4) Community and parent communication is attacked from multiple perspectives: the district web-site, the district Facebook and twitter accounts, subject-specific letters and notices to parents, group forums and public meetings, campus newsletters and marquls, newspaper and other media outlets.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD is committed to school improvement and student achievement in all areas. TISD in the year 2013-2014 voluntarily piloted through TEA and adopted the TAP evaluation tools for educator evaluations. While piloting the program the district has already committed itself to many of the infrastructure pieces of the TAP model. Professional learning communities, collaborative planning, the building of teacher capacity in content area, instructional strategies, and technology integration are in place. In addition the district already has in place 10 teacher/content specialist working to develop and grow their teams of teachers. We have personnel identified already to assume the roles and responsibilities of Master Teacher and Mentor teachers. In addition, infrastructure exists to provide support to campus leaders, teachers and students alike. The district has demonstrated its commitment by providing teaching material, professional development, support staff, and Instructional specialist. By receiving the EEIP grant, Terrell ISD will be able to set aside funds each year of the grant in order to sustain the program after the expiration of the grant period. This will allow TISD to sustain the augmentation pieces within the multiple career pathways established through the TAP program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	TLT Data Analysis of Student Progress	1.	Creation of campus plan
		2.	Academic goal of 100%
		3.	
2.	Analysis of CODE Reports to monitor teacher performance on evaluations, identify patterns and trends of instructional practice	1.	Teachers become proficient and receive an SKR score of 3 according to TAP Rubric
		2.	Build area refinements into areas of reinforcement, continuous improvement
		3.	
3.	Student performance on pre/post tests, district benchmarks, and final STAAR	1.	Scores increase to 70 & 80 percentile.
		2.	
		3.	
4.	Retention Rates	1.	Retain over 15 % of staff
		2.	
		3.	
5.	External School Review	1.	District and campuses to receive a local rating of 1, 3, and 5. 1-unsatisfactory, 3-proficient, 5-exemplary
		2.	District and campuses to receive a state rating of met-standard to exemplary
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection: Teacher data will be collected and analyzed in our local Eduphoria system, looking at walk-thru observations and student data; NIET CODE data system, for formal evaluations, we will monitor teacher trends and classroom effectiveness; SAS will generate student academic growth progression or regression based on at least one-year's growth.

District site-visits will continue to gauge:

- Culture / climate survey results
- Teacher/student attendance
- Quality instruction / teacher effectiveness based on the TAP Rubric
- Overall teacher quality directly aligned to student assessment data
- SLR (Student level reviews)
- Individual Academic Plans
- Campus interventions
- IFD for CSCOPE curriculum
- Campus issued Tier Ratings 1-3-5

Problems with Project delivery: Problems with project delivery will be evident during Fall and Spring site visits, data collection each 6-weeks, we will continuously monitor and adjust our plan / project as issues arise specifically addressing each issue immediately.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

Master and mentor teacher training

As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time

The master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers in participating districts will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework reviews. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework reviews. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework reviews. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator from the Responsibilities survey.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers in participating districts will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

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Amendment # (for amendments only):

Statutory Requirement 3 (continued)**Figure 7: Indicator on the Responsibilities Survey - "Growing and Developing Professionally"**

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Additional factors. All teachers' evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.

Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale. The scores from the four or more observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and Instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional teacher evaluation systems.

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher’s individual needs. The districts’ master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success. As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Participating schools and districts included in this project are committed to implementing this high-impact model of professional development. Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers’ specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

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Amendment # (for amendments only):

Statutory Requirement 4 (continued)

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the “critical attributes” - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from “lighter” coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

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Amendment # (for amendments only):

Statutory Requirement 5 (continued)

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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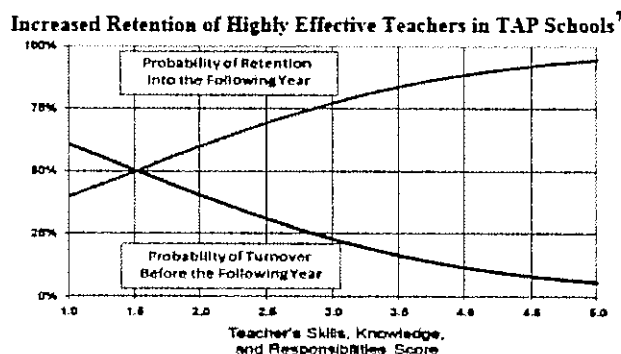
Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The TAP System rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. The participating schools and districts will establish a dollar amount per teacher into an annual performance award fund. Performance awards will be based on the weights illustrated in the following chart: 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains or student learning objective (SLO) where applicable.

Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior. The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."



TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

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Amendment # (for amendments only):

Statutory Requirement 6 (continued)

Research shows performance incentives in the range of 8% are effective:

- Odden & Wallace (2007) recommend a range of 4 to 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that.

- A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:

- The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses above that were perceived as more successful by the private sector companies using them (McAdams & Hawk, 1994).

- Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, Educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In a TAP school, "career teachers" are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the master and mentor teachers are responsible for providing professional development through cluster group meetings, TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD faces the following challenges if we do not receive the EEIP grant funds:

Being able to enhance the four (4) elements of the TAP Program from the standpoint of enriching

- Multiple career pathways
- Ongoing relevant professional development through Professional Learning Communities
- Performance Pay for student growth

At the level that we would like to gain momentum essential to transforming the District and becoming the premier district academically that we aspire to become.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- August 2013 – Approved by Texas Education Agency as Pilot District to use NIET TAP Rubric for teacher evaluation system
- August 2013 – Terrell ISD DEIC approved district to present to the Board of Trustees the adoption of the NIET Tap Rubric.
- August – Terrell ISD DEIC approved the district to move forward with the replacement of PDAS system and authorized the district to engage in any grants partnerships or other funding sources to support the new teacher evaluation system.
- August 2013 – Terrell ISD School Board adopted NIET TAP Rubric as sole teacher evaluation instrument for all classroom educators 2013-2014 school year.
- August 2013 - NIET trained all teachers on instructional rubric.
- September 2013 – All Administrative Personnel was certified as a TAP Appraiser.
- September 2013 - Observation Calendar Approved by Terrell ISD Board of Trustees
- September 2013 – Campuses being supported with evaluation system by district administrators and content coordinators
- October 2013 - Campus Site Visits by District Administrative Team
- November 2013 – Campus Site Visits by District Administrative Team
- December 2013 – District meets with each grade level/content area Professional Learning Community
- January 2014 – Intent to apply for EEIP Program declared to TEA
- January 2014 – Completed grant application to fund Terrell ISD transformation efforts by fully implementing remaining two correlates of the TAP program
- February 2014 - Campus Site Visits by District Administrative Team
- February 2014 – Student Benchmark Examinations
- March 2014 – District leadership attend National NIET Conference
- April 2014 – State Assessments
- May 2014 - Campus Site Visits by District Administrative Team
- Monthly – Principal's Academy and Assistant Principal Academy to provide support and growth to campus administrators
- Weekly – Curriculum Coordinators meet with Executive Director of Student Achievement and Asst. Superintendent of School Improvement to collaborate, provide feedback and develop trainer-of-teachers model to further support to campus improvement
- Weekly – Curriculum Coordinators work collaboratively with professional learning communities to increase teacher capacity in content, instruction, and technology integration.
- Each grading period – Teachers complete student level reviews and share, discuss, plan in PLCs for individual students

Each grading period – Curriculum Coordinators work with each team to develop meaningful and relevant lesson plans designed to engage students and solidify learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129-906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over 95% of the teachers polled to accept moving to the TEA Pilot Program using the NIET TAP Rubric to grow as a practitioner was evident to being able to enhance the multiple career pathways, ongoing professional development, and performance pay is positive within Terrell Independent School District.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District-wide – all campuses within the District will participate:

- W.H. Burnett Elementary (Pre-K, Headstart, Kindergarten)
- J.F. Kennedy Elementary (Grades 1-2)
- J.W. Long Elementary (Grades 3-6)
- Dr. Bruce Wood Elementary (Grades 3-6)
- Herman Furlough, Jr. Middle School (Grades 7-8)
- Terrell High School (Grades 9-12)
- Terrell Alternative Education Center
 - D.A.E.P. (Elementary & Secondary)- Disciplinary Alternative Education Program
 - Phoenix Center
- Child & Adolescent School (Terrell State Hospital)

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